

## A L Corbett Middle

10 A.L. Corbett Circle  
Wagener, SC 29164

**Grades** 6-8 Middle School

**Enrollment** 307 Students

**Principal** Dr. Deborah Bass 803-564-1050

**Superintendent** Dr. Linda B. Eldridge 803-641-2428

**Board Chair** Dr. John B. Bradley 803-648-0901

# THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

### ABSOLUTE RATING

BELOW AVERAGE

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	0	5	31	8

### IMPROVEMENT RATING

BELOW AVERAGE

### ADEQUATE YEARLY PROGRESS

NO

This school met 14 out of 19 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2003</b>	Average	Average	No
<b>2004</b>	Below Average	Unsatisfactory	No
<b>2005</b>	Below Average	Unsatisfactory	No
<b>2006</b>	Below Average	Below Average	No

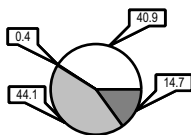
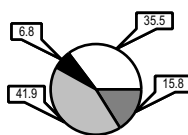
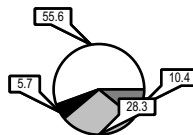
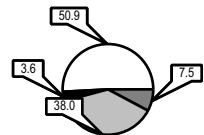
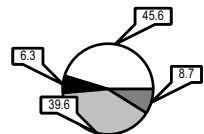
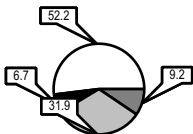
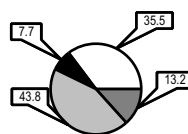
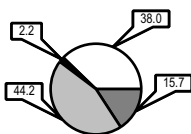
**DEFINITIONS OF SCHOOL RATING TERMS**

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

96.1%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****English/Language Arts****Mathematics****Science****Social Studies****Middle Schools with Students like Ours****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**END OF COURSE TESTS**

Percent of students scoring 70 or above on:

	<b>Our School</b>	<b>Middle Schools with Students Like Ours</b>
<b>Algebra 1/Math for the Technologies 2</b>	96.9	92.8
<b>English 1</b>	90.5	89.2
<b>Biology 1/Applied Biology 2</b>	N/A	53.4
<b>Physical Science</b>	N/A	30.3
<b>All Subjects</b>	93.2	89.7

**Abbreviations for Missing Data**

N/A Not Applicable    N/AV Not Available    N/C Not Collected    N/R Not Reported    I/S Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts – State Performance Objective = 38.2%</b>									
All Students	310	94.8	40.8	43.8	15.0	0.4	23.6	No	Yes
<b>Gender</b>									
Male	154	92.9	47.3	39.7	12.2	0.8	18.3	N/A	N/A
Female	156	96.8	34.6	47.8	17.6	0.0	28.7	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	155	95.5	29.5	48.9	20.9	0.7	31.7	Yes	Yes
African American	153	94.1	54.0	37.3	8.7	0.0	14.3	No	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>									
Not Disabled	253	100.0	34.6	48.1	16.9	0.4	26.8	N/A	N/A
Disabled	57	71.9	80.6	16.7	2.8	0.0	2.8	I/S	No
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	310	94.8	40.8	43.8	15.0	0.4	23.6	N/A	N/A
<b>English Proficiency</b>									
Limited English Proficient	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	309	94.8	41.0	43.6	15.0	0.4	23.7	N/A	N/A
<b>Socio-Economic Status</b>									
Subsidized meals	211	92.4	46.6	43.8	9.7	0.0	17.6	No	Yes
Full-pay meals	99	100.0	29.7	44.0	25.3	1.1	35.2	N/A	N/A

<b>Mathematics – State Performance Objective = 36.7%</b>									
All Students	310	94.5	34.2	42.1	16.5	7.1	34.2	Yes	Yes
<b>Gender</b>									
Male	154	92.9	34.4	40.5	17.6	7.6	34.4	N/A	N/A
Female	156	96.2	34.1	43.7	15.6	6.7	34.1	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	155	95.5	26.6	40.3	23.0	10.1	46.0	Yes	Yes
African American	153	93.5	42.4	44.0	9.6	4.0	21.6	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>									
Not Disabled	253	99.6	29.1	44.8	18.3	7.8	37.4	N/A	N/A
Disabled	57	71.9	66.7	25.0	5.6	2.8	13.9	I/S	No
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	310	94.5	34.2	42.1	16.5	7.1	34.2	N/A	N/A
<b>English Proficiency</b>									
Limited English Proficient	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	309	94.5	34.3	42.3	16.2	7.2	34.0	N/A	N/A
<b>Socio-Economic Status</b>									
Subsidized meals	211	92.4	39.2	45.5	11.4	4.0	24.4	Yes	Yes
Full-pay meals	99	99.0	24.4	35.6	26.7	13.3	53.3	N/A	N/A

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>Science</b>							
All Students	310	96.5	55.6	28.3	10.4	5.7	16.1
<b>Gender</b>							
Male	154	94.8	53.2	28.8	10.8	7.2	18.0
Female	156	98.1	57.9	27.9	10.0	4.3	14.3
<b>Racial/Ethnic Group</b>							
White	155	98.1	43.4	31.0	15.9	9.7	25.5
African American	153	94.8	69.7	24.2	4.5	1.5	6.1
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	2	100.0	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>							
Not Disabled	253	100.0	51.1	30.3	12.1	6.5	18.6
Disabled	57	80.7	77.1	18.8	2.1	2.1	4.2
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	310	96.5	55.6	28.3	10.4	5.7	16.1
<b>English Proficiency</b>							
Limited English Proficient	1	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	309	96.4	55.4	28.4	10.4	5.8	16.2
<b>Socio-Economic Status</b>							
Subsidized meals	211	94.8	64.9	26.6	6.4	2.1	8.5
Full-pay meals	99	100.0	36.3	31.9	18.7	13.2	31.9

<b>Social Studies</b>							
All Students	310	96.1	50.9	38.0	7.5	3.6	11.1
<b>Gender</b>							
Male	154	94.2	51.1	35.3	7.2	6.5	13.7
Female	156	98.1	50.7	40.7	7.9	0.7	8.6
<b>Racial/Ethnic Group</b>							
White	155	97.4	37.9	46.2	9.7	6.2	15.9
African American	153	94.8	65.9	28.0	5.3	0.8	6.1
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	2	100.0	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>							
Not Disabled	253	100.0	46.3	40.7	9.1	3.9	13.0
Disabled	57	78.9	72.9	25.0	0.0	2.1	2.1
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	310	96.1	50.9	38.0	7.5	3.6	11.1
<b>English Proficiency</b>							
Limited English Proficient	1	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	309	96.1	51.1	37.8	7.6	3.6	11.2
<b>Socio-Economic Status</b>							
Subsidized meals	211	94.3	58.5	35.1	4.3	2.1	6.4
Full-pay meals	99	100.0	35.2	44.0	14.3	6.6	20.9

**Abbreviations for Missing Data**

**N/A** Not Applicable   **N/AV** Not Available   **N/C** Not Collected   **N/R** Not Reported   **I/S** Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

	Grade	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
<b>English/Language Arts</b>								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	104	100.0	49.5	38.9	9.5	2.1	11.6
	7	117	100.0	45.0	49.5	5.4	0.0	5.4
	8	81	100.0	34.7	44.0	20.0	1.3	21.3
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	94	94.7	37.5	42.5	20.0	0.0	20.0
	7	97	94.8	34.5	51.7	12.6	1.1	13.8
	8	119	95.0	49.0	38.0	13.0	0.0	13.0
<b>Mathematics</b>								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	104	100.0	29.5	50.5	15.8	4.2	20.0
	7	117	100.0	33.3	45.0	12.6	9.0	21.6
	8	81	100.0	41.3	45.3	10.7	2.7	13.3
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	94	94.7	31.3	45.0	17.5	6.3	23.8
	7	97	94.8	26.4	39.1	24.1	10.3	34.5
	8	119	94.1	43.4	42.4	9.1	5.1	14.1
<b>Science</b>								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	104	100.0	50.5	24.2	11.6	13.7	25.3
	7	117	100.0	49.5	32.4	13.5	4.5	18.0
	8	81	100.0	50.7	38.7	5.3	5.3	10.7
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	94	95.7	55.4	30.1	9.6	4.8	14.5
	7	97	96.9	46.7	24.4	17.8	11.1	28.9
	8	119	96.6	63.2	30.2	4.7	1.9	6.6
<b>Social Studies</b>								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	104	100.0	56.8	28.4	7.4	7.4	14.7
	7	117	100.0	58.6	34.2	5.4	1.8	7.2
	8	81	100.0	53.3	34.7	6.7	5.3	12.0
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	94	95.7	51.8	30.1	12.0	6.0	18.1
	7	97	95.9	56.7	33.3	5.6	4.4	10.0
	8	119	96.6	45.3	48.1	5.7	0.9	6.6

**Abbreviations for Missing Data**

**N/A** Not Applicable   **N/AV** Not Available   **N/C** Not Collected   **N/R** Not Reported   **I/S** Insufficient Sample

**SCHOOL PROFILE**

	<b>Our School</b>	<b>Change from Last Year</b>	<b>Middle Schools with Students Like Ours</b>	<b>Median Middle School</b>
<b>Students (n= 307)</b>				
Students enrolled in high school credit courses (grades 7 & 8)	14.5%	Down from 15.1%	14.5%	16.7%
Retention rate	2.0%	Down from 2.9%	2.8%	2.5%
Attendance rate	96.3%	Up from 95.9%	95.7%	96.0%
Students with disabilities other than speech taking PACT (ELA) off grade level	5.2%	Up from 5.0%	2.0%	0.9%
Students with disabilities other than speech taking PACT (Math) off grade level	5.2%	Up from 5.0%	2.0%	1.0%
Eligible for gifted and talented	17.4%	Down from 19.8%	12.2%	15.6%
On academic plans	54.2%	N/AV	51.9%	39.9%
On academic probation	30.2%	N/AV	1.4%	0.7%
With disabilities other than speech	15.5%	Down from 17.6%	13.5%	12.4%
Older than usual for grade	2.9%	Up from 2.6%	6.8%	4.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	Down from 0.3%	0.9%	0.9%
Annual dropout rate	0.0%	No change	0.0%	0.0%
<b>Teachers (n= 25)</b>				
Teachers with advanced degrees	48.0%	Up from 41.7%	50.9%	52.4%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	15.6%	N/A	12.9%	9.1%
Teachers with emergency or provisional certificates	13.3%	Up from 0.0%	8.3%	5.6%
Teachers returning from previous year	74.2%	Down from 76.9%	82.3%	84.6%
Teacher attendance rate	95.2%	No change	94.9%	94.8%
Average teacher salary	\$42,982	Up 6.3%	\$41,313	\$42,267
Prof. development days/teacher	7.2 days	Down from 15.9 days	11.4 days	11.9 days
<b>School</b>				
Principal's years at school	7.0	Up from 6.0	3.3	3.0
Student-teacher ratio in core subjects	20.2 to 1	Down from 20.4 to 1	20.2 to 1	21.1 to 1
Prime instructional time	90.2%	Up from 89.8%	88.8%	89.0%
Dollars spent per pupil*	\$7,592	Down 9.4%	\$6,302	\$6,243
Percent of expenditures for teacher salaries*	55.6%	Up from 50.5%	59.2%	59.8%
Percent of expenditures for instruction*	62.6%		63.0%	65.2%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	95.8%	Up from 82.5%	97.5%	97.4%
SACS accreditation	Yes	No change	Yes	Yes
Character development	Good	No change	Good	Good

\* Prior year audited financial data are reported.

	<b>Our District</b>	<b>State</b>
Classes in low poverty schools not taught by highly qualified teachers	9.3%	6.2%
Classes in high poverty schools not taught by highly qualified teachers	0.0%	10.2%
	<b>State Objective</b>	<b>Met State Objective</b>
Classes not taught by highly qualified teachers in this school	0.0%	No
Student attendance in this school	94.0%*	Yes

\* or greater than last year

**Abbreviations for Missing Data**

N/A Not Applicable   N/AV Not Available   N/C Not Collected   N/R Not Reported   I/S Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

The A.L. Corbett Middle School leadership team set goals for the school's academic needs and students in each subcategory needing improvement: subsidized meal recipients and African American students in both ELA and mathematics. Plans were developed to emphasize school-wide reading, provide small group mathematics instruction, increase professional development, and increase parent involvement.

The universal breakfast program provided nutritious beginnings for every child and provided a structured setting to begin school each day. The daily academic schedule included opportunities for teachers to collaborate and provide assistance to students with academic plans. Our focus on improvement was stressed as we became involved in TQR (an SDE grant initiative to improve assessment), continued hosting a cohort group with S.C. State for teacher preparation, continued offering instructional opportunities in our v-tel instructional lab, developed professional literacy groups to study research that affects our school population, participated in vertical teaming with the feeder elementary and high schools, and provided safety nets for students through an after-school program and academic clubs.

We improved our parent communication with monthly parent information nights, monthly parent information mornings by grade level, a weekly newsletter from each grade level; a monthly newsletter from the school, and volunteer opportunities. We increased community awareness by hosting a quarterly meeting of local clergy and monthly meetings with local community leaders.

Our challenges continue to be attracting and maintaining teachers in our rural location, community involvement, parent participation, and securing the resources that provide substantial long-term professional development based on school data. However, we are committed to making informed decisions that improve teaching and learning based on assessment results.

Deborah Bass, Ph.D., Principal  
 Erria Daniels, School Improvement Council Chair

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	<b>Teachers</b>	<b>Students*</b>	<b>Parents*</b>
<b>Number of surveys returned</b>	22	102	68
<b>Percent satisfied with learning environment</b>	86.4%	83.2%	73.8%
<b>Percent satisfied with social and physical environment</b>	81.8%	81.4%	68.7%
<b>Percent satisfied with school-home relations</b>	68.2%	84.0%	73.8%

\*Only students at the highest middle school grade level at this school and their parents were included.